Satisfaction, well-being and educational attainment: How do children of immigrants perform compared to natives?

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AIM OF THE STUDY

To analyze how subjective well-being in different dimensions of life influences the school outcome of both immigrant and native origin children residing in Italy, controlling for several relevant social-demographic characteristics.

BACKGROUND

Evidences from previous researches in the European context:

- Children of immigrants are disadvantaged in education in most receiving European countries.
- This remains true even after controlling for their socio-economic status, which is also lower compared to that of natives.
- Education is not the only aspect in which the children of immigrants perform worse.

- Research on education among migrant and native origin children in Europe is often focused on objective indicators, such as long-term educational careers.
- In the Italian context, despite research on objective dimensions of immigrant children’s integration, with a particular focus on educational attainment, indicators of subjective well-being remain little explored.

RESEARCH SOURCES AND METHOD

Data

- Survey on the “Integration of the Second Generation” carried out by ISTAT in 2015.
- National representative sample of 66,127 students interviewed in both lower and upper secondary schools.
- Around 47% of them are immigrant children without Italian citizenship. The largest share (72%) was born abroad, while the remaining part was born in Italy.

Method

- Descriptive analysis by type of school
- PCA to define 3 domains of well-being
- OLS regressions (4 models by school grade)

RESULTS: MODEL 1

DEPENDENT VARIABLES
1) Average grade on maths and Italian

WELL-BEING AT SCHOOL 0.051 *** [0.005]
WELL-BEING AT HOME 0.077 *** [0.005]
SOCIAL WELL-BEING 0.006 * [0.001]
FOREIGN CITIZENSHIP -0.241 *** [0.032]

RESULTS: MODEL 2

WELL-BEING AT SCHOOL 0.058 *** [0.004]
WELL-BEING AT HOME 0.070 *** [0.004]
SOCIAL WELL-BEING 0.001 *** [0.004]
FOREIGN CITIZENSHIP -0.241 *** [0.032]

REFERENCES


MAIN CONCLUSIONS AND FURTHER STEPS

- Immigrant students have poorer performance compared to native peers in both lower and upper secondary school.
- Well-being at school and well-being at home are positively associated with both indicators of educational attainment.
- Conversely, and importantly, well-being in the social domain has a negative impact on school outcomes.
- Further steps: we will estimate models for migrant and native origin children separately and for the former we will distinguish among second generation, 1.75 generation and 1.5 generation.

THANK YOU FOR YOUR VISIT

For any questions, suggestions and comments please contact us!